

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية | الديوان الوطني للامتحانات والمسابقات



امتحان بكالوريا التعليم الثانوي | الدورة الاستثنائية: 2017

الشعبة: آداب وفلسفة

اختبار في مادة: اللغة الانجليزية | المدة: 02 سا و30 د

**على المترشح أن يختار أحد الموضوعين الآتيين:**

**الموضوع الأول**

## PART ONE: READING (15 points)

### A/ Comprehension (07 pts)

***Read the text carefully then do the following activities.***

Children doing paid work is a complex issue on which opinions disagree whether it is "wrong" or "valuable" and also on its "learning benefits".

Contrary to working in industry **which** is unsafe and unhealthy, children working at home would learn more. Unfortunately, employers prefer using children's services in order to save money by paying them lower wages. This exploitation should be banned.

However, in many countries children work to help **their** needy families. This was certainly the case in the past in many industrialized countries. It is, in fact, very difficult to judge that it is wrong for children today to contribute to family income in this way.

Nevertheless, in better economic circumstances, few parents would send their children to work. Thus, children can acquire learning responsibilities and work experience by having light part-time jobs or helping their parents at home. Such unpaid tasks are valuable in children's development.

**Adapted from: "CAMBRIDGE IELTS 3", Cambridge University Press, 2002.**

1) ***Are the following statements true or false? Write* T *or* F *next to the letter corresponding to the statement and correct the false one(s).***
   **a-** Working in factories is risky.
   **b-** Employers pay children fairly.
   **c-** Many children are compelled to work because of deprivation.
   **d-** Industrialized countries were confronted with child labour problem.

2) **In which paragraph is it mentioned that…**
   **a-** there is a dilemma between condemning child labour and favouring it**?**
   **b-** the writer advocates forbidding child labour**?**

3) ***Answer the following questions according to the text.***
   **a-** What do employers use children's services for?
   **b-** How can unpaid work be beneficial to children's development?
   **c-** Do you encourage child labour? Justify.

4) ***Who or what do the underlined words refer to in the text?***
   **a-** which **(§2)** **b-** their **(§3)**

**B/ Text Exploration** **(08 pts)**

1) ***Find in the text words or phrases that are closest in meaning to the following*** **:**
**a**- forbidden **(§2)** **b-** poor **(§3)** **c-** obtain **(§4)** **d-** growth **(§4)**

2) ***Ask questions which the underlined words answer.***
**a.** Children work in factories **to help their needy families**.
**b.** Children can acquire **learning responsibilities and work experience**

3) ***Classify the following words according to the stressed syllable.***
**a**- children **b**- economic **c**- industrialize **d**- exploitation

| 1st syllable | 2nd syllable | 3rd syllable |
|---|---|---|
| | | |

4) ***Imagine what* A *says, and complete the following dialogue.***

**A:** ……………………………………………..………………………………?
**B:** No, I didn't see that report on child labour. I was washing my father's car. Was it interesting?
**A:** ……………………………………………………………………………….
**B:** Oh my God! That's terrible. Are they obliged to accept such miserable conditions?
**A:** ………………………………………………………………………………
**B:** You are right. It's high time government and society acted to protect children's rights.

## PART TWO: WRITTEN EXPRESSION (05 points)

***Choose ONE of the following topics.***

**Topic One:**

Your best friend dropped out of school and started working in an agricultural field. Months later you met him and he started talking about his harsh living and working conditions.

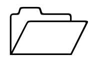
Using the following notes write a composition of about 70 to 80 words to your school magazine reporting the sufferings of your friend.

- malnutrition
- no health care /
- deprived of education
- ill-treatment of the employer
- work for a living
- robbed of their childhood.

**Topic Two:**

More and more adolescents are getting addicted to drugs for different reasons. Write an article of about 70 to 80 words to an electronic newspaper in which you describe how this social evil dramatically affects family, school and society.

**انتهى الموضوع الأول**





# الموضوع الثاني

## PART ONE: READING (14 points)

### A/ Comprehension (07 pts)

***Read the text carefully then do the activities.***

The Sahara Desert was an extremely important geographical feature in the history of the great medieval African empires. Today the Sahara is the largest desert in the world. But it was not always **so**.

Rock paintings found in the mountains of the Sahara reveal that until about 5000 B.C., the region was a land of rivers and lakes. It was populated by hunters and fishermen, grassland animals such as rhinoceros, elephants, and giraffes, and water creatures including hippopotami, crocodiles, and fish.

By around 3000 B.C., the region had begun to dry out. Rock paintings from **this period** show that the big animals were gone. They had moved north and south to wetter climate zones. Many of the humans also moved northward into the Maghrib, which is the Arabic word for northwestern Africa. Eventually, the dry region became known as the Sahara, which is the Arabic word for "desert".

Although it became more and more difficult to survive in the Sahara, many people stayed **there**. Some of them settled in oases—areas in the desert with springs and wells that enabled them to grow date palms and vegetable gardens.

**Adapted from "Great Empires of the Past" by David C. Conrads. p.7 (2010)**

**1)** ***Are these statements true or false? Write* T *or* F *next to the letter corresponding to the statement.***

**a.** The Sahara has always been a desert.
**b.** Rock paintings are witnesses of climate change in the region.
**c.** The Sahara was never inhabited by people.
**d.** Some people stayed in the Sahara despite the hard living conditions.

**2)** ***In which paragraph is it mentioned that…***

**a.** Fishing and hunting existed in the Sahara years ago**?**
**b**. Some people moved to North Africa because of dryness**?**
**c**. People who stayed in the region settled around water sources**?**

**3)** ***Answer the following questions according to the text.***

**a.** Did climate change have an impact on life in the Sahara desert? Justify from the text.
**b.** What helped the settlers continue to live in the Sahara?

**4)** ***Who or what do the underlined words refer to in the text?***

**a.** so **(§1)** **b.** this period **(§3)** **c.** there (§4)

**B/ Text Exploration** **(08 pts)**

**1)** ***Find in the text words, phrases or expressions whose definitions follow:***

**a.** relating to the Middle Ages (**§1)**
**b**. pictures put on the surface of objects, walls etc. (**§2)**
**c**. without water (**§3)**
**d**. deep holes in the ground from which water can be obtained (**§4)**

**2)** ***Give the opposites of the following words keeping the same root*.**

populated - known - fertile - integration

**3)** ***Complete sentence* (b) *so that it means the same as sentence* (a):**

**1)** **a.** The Sahara became dry due to reduced precipitation and higher temperature.
**b.** Owing to ……………………………………………………………………………

**2)** **a.** Archeologists claimed, “People lived on the edge of the desert thousands of years ago.”
**b.** Archeologists claimed ………………………………………………………………

**4)** ***Fill in the gaps with only FOUR words from the list*.**

***went – ancestors – including – settled – created – language***

The people of Phoenicia, who flourished from 1200 – 800 B.C., **...(1)…** a confederation of kingdoms across the entire Sahara to Egypt. They generally **... (2)...** along the Mediterranean coast, as well as the Sahara, among the people of Ancient Libya, who were the **... (3)...** of people who speak Berber Languages in North Africa and Sahara today, **... (4) ...** the Tuareg of the central Sahara.

## PART TWO: WRITTEN EXPRESSION (05 points)

***Choose ONE of the following topics:***

**Topic One:** While studying about ancient civilizations, your school organized a trip to an archaeological site in your region. Write an article of about 70 to 80 words for your school magazine in which you describe the site.

*You can use the following notes:*

- name / location of the site
- description of the site
- historical value (civilization/period)
- state of preservation

**Topic Two**: A friend of yours faces disciplinary measures because of his/her misbehaviour. Write a letter to the headmaster asking him for a psychological help to your friend as you know that he/she suffers from violence at home. (Sign the letter Rabeh Ben Rabeh).

**انتهى الموضوع الثاني**

<table>
<tr><th colspan="2">العلامة</th><th rowspan="2">عناصر الإجابة Children doing paid work</th></tr>
<tr><th>مجموع</th><th>مجزأة</th></tr>
<tr><td>15 pts</td><td></td><td>PART ONE: READING</td></tr>
<tr><td>(7 pts)</td><td></td><td>1 / Comprehension</td></tr>
<tr><td>2pts</td><td>0.5×4</td><td>1. T/F statements<br>a- T<br>b- F / Employers pay children lower wages<br>c- T<br>d- T</td></tr>
<tr><td>1pt</td><td>0.5×2</td><td>2. Locating the right paragraph<br>a- §1 / the 1st paragraph<br>b- §2 / the 2nd paragraph</td></tr>
<tr><td>3pts</td><td>1×3</td><td>3. Answering comprehension questions<br>a- For saving money by paying them lower wages / in order to save money<br>b- By acquiring learning responsibilities and work experience<br>c- Yes: it must be a part-time job / financial autonomy / acquiring responsibility and experience<br>No: exploitation / low wages / no education<br>( <u>any other logical answer</u>)</td></tr>
<tr><td>1 pt</td><td>0.50×2</td><td>4. Cohesive markers<br>a- which (§2) → working in industry<br>b- their (§3) → children</td></tr>
<tr><td>8pts</td><td></td><td>B/ Text Exploration</td></tr>
<tr><td>2 pts</td><td>0.5×4</td><td>1. Synonymy<br>a- forbidden = banned (§2) b- poor = needy (§3)<br>c- obtain= acquire (§4) d- growth = development (§4)</td></tr>
<tr><td>2 pts</td><td>1×2</td><td>2. Asking questions to the underlined words<br>a- Why do children work in factories?<br>b- What can children acquire?</td></tr>
<tr><td>1 pt</td><td>0.25×4</td><td>3. Stress pattern
<table>
<tr><th>1st syllable</th><th>2nd syllable</th><th>3rd syllable</th></tr>
<tr><td>children</td><td>industrialize</td><td>economic<br>exploitation</td></tr>
</table></td></tr>
<tr><td>3pts</td><td>1×3</td><td>4. Dialogue completion<br>A1: Did you see the report on child labour yesterday?<br>A2: It was rather shocking. Children are exploited, underpaid and exposed to risks<br>(Any logical answer related to children's bad working and living conditions).<br>A3: They have no choice. I think that all of us, with the help of the government, must work to protect children's rights.</td></tr>
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| | | |
|---|---|---|
| 5 pts. | | **PART TWO: WRITTEN EXPRESSION** |

| Criteria | Relevance | Semantic Coherence | Correct use of English | Excellence (vocabulary and creativity) | Final score |
|---|---|---|---|---|---|
| L&PH | 1 | 1 | 2 | 1 | 5 pts. |

| العلامة | | عناصر الإجابة The Sahara Desert |
|---|---|---|
| مجموع | مجزأة | |
| **14 pts** | | **PART ONE: READING** |
| **07 pts** | | **A/ Comprehension** |
| **02** | 0.5x4 | **1.** a. **False** b. **True** c. **False** d. **True** |
| **01.50** | 0.50x3 | **2.** a. **§2** b. **§3** c. **§4** |
| **02.50** | 1.50 | **3.** a. Yes it did. Big animals were gone. Humans moved. |
| | 1 | b. Springs and wells: they grow date palms and vegetable gardens. |
| **01** | 0.25x4 | **4.** **a**. so (§1): **the largest desert in the world**. |
| | | **b**. This period (§3): **By around 3000B.C** **c**. there(§4): **Sahara** |
| **08 pts** | | **B/ Text Exploration** |
| **2** | 0.50x4 | **1.** **a: medieval b: paintings c: dry d: wells** |
| **1** | 0.25x4 | **2.** **de**populated – **un**known – **in**fertile – **dis**integration |
| **3** | 1.50x2 | **3.** 1) **Owing to** reduced precipitation and higher temperature, the Sahara became dry.<br>2) Archaeologists **claimed that people had lived** on the edge of the desert thousands of years before. |
| **2** | 0.50x4 | **4.** **(1) created (2) settled (3) ancestors (4) including** |
| | | **PART TWO: WRITTEN EXPRESSION** |
| **05 pts** | | (see criteria table below) |

| Criteria | Relevance | Semantic coherence | Correct use of English | Excellence: vocabulary and creativity | Final score |
|---|---|---|---|---|---|
| L.PH | 1 | 1 | 2 | 1 | 5pts |